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ABSTRACT

Responses of 40 public community colleges in Texas to a questionnaire designed to investigate the status of full-time faculty in these institutions are presented. The areas isolated for study included teaching load, office hours, rewards for extra class activities, class size, evening teaching obligations of day college faculty, contact hours for occupational faculty, ages, degree status, professional experience prior to entering community college teaching, professional growth activities and incentives, inservice programs, tenure and fringe benefits, and salaries. The questionnaire was mailed in November 1971 and again during December 1973. The results obtained from an analysis of the responses are provided in tables and discussed. (DB)

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In November, 1971, and again during December, 1973, a questionnaire designed to investigate the status of full-time faculty in Texas community colleges was sent to the public community colleges in the state. The areas isolated for study included teaching load, office hours, rewards for extra class activities, class size, evening teaching obligations of Day College faculty, contact hours for occupational faculty, ages, degree status, professional experience prior to entering community college teaching, professional growth activities and incentives, in-service programs, tenure and fringe benefits, and salaries.

Of the forty-eight institutions asked to participate in the two studies, forty responded. In each study the responding institutions represented more than 90 per cent of the student body and faculty in Texas community colleges. It seems consistent to assume that the data of each research undertaking represent an accurate description of faculty status.

Teaching Load

Fifteen semester hours constituted the average full-time instructional load in both studies despite the fact that 15 per cent of the community colleges considered 16-17 semester hours a full-time instructional load in the 1973 research. The percentage of instructors teaching an overload increased from 20 to 22 per cent during the latter period with three hours being the average overload.

The years studied witnessed a two per cent increase (from 10 to 12 per cent) in the number of instructors with 20 contact hours. Two-thirds of the schools used the two to one (2:1) formula for equating laboratory with lecture hours.

TEACHING LOAD 1973-74

Credit Hours That Constitute a Full-Time Instructional Load	12 Hrs.	15 Hrs.	15.5 Hrs.	16.5 Hrs.
Per cent of colleges	2.5%	80%	2.5%	15%

Three hours overload was the average number of overload hours permitted.

The semester hour rate of pay for overloads was $230.

Office Hours

In addition to the required contact hours, faculty members found their office hours increased from an average of 11 in 1971 to 14 in 1973.

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Extra Class Activities

There was reported a consistency of change in rewards of additional salary or reduced load to faculty involved in selected activities outside the classroom. The following chart shows that the percentage of institutions rewarding extra class activities has increased markedly in almost every category.

Extra Class Activities	Extra Pay Yes		Reduced Loads Yes	
	1971	1973	1971	1973
Innovative Projects	10%	26%	28%	39%
Curriculum Revision		15	20	27
Holding an office in professional organizations			8	6
Funded Research activities	10	15	13	19
Administrative duties:				
division chairman	60	84	43	72
department chairman	50	63	35	50
athletic director	58	74	43	61
votech coordinator	43	85	38	85
Drama and musical productions	15	19	33	38
Coaches of directors of competitive activities	50	66	35	55
Sponsoring a student organization	3	6	3	3

Class Size

Average student load was without notable change during 1971-73. The averages ranged from a low of 18 students per class in developmental studies and 20 per class in technical

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and vocational courses through the middle and high twenties in math, humanities and English to a high of 30 in science and 33 in social science. The most frequent observation was a very small increase in number of students per class.

STUDENT LOAD PER TEACHER 1973-74

	Average Student Load of Colleges in Study	Per cent of Colleges in Study Having an Average Student Load of 25 or Less	Per cent of Colleges in Study Having an Average Student Load of 26-40	Per cent of Colleges in Study Having an Average Student Load of 40 or more
English Composition	29	68%	26%	6%
Other Communication Courses	24	66	32	2
Social Science	33	28	67	5
Humanities	23	61	39	
Technical & Vocational	20	81	19	
Science	30	44	56	
Math	25	62	38	
*Basic or Developmental	18	98	2	
Physical Education	25	57	43	

*67% of basic or developmental courses had a student load of 19 or less.

Day College Faculty With Evening Obligations

In keeping with increased rewards for extra class activities and an increase in class size, however small, the Day College faculty required to be available for teaching in the Evening College increased from 75 to 80 per dent. Currently, 64 per cent of Texas institutions have 10 per cent or less of the Day College faculty actually teaching in the Evening College, even though a much larger percentage are contractually obligated if called on to do so.

Occupational Instructors

One-half of the Texas colleges have a separate institutional contact hour policy for occupational instructors. Of those with a separate institutional policy, 53 per cent allow 24 or fewer contact hours while 41 per cent recommend from 25 to 30 contact hours. The average teaching load is very close to 25 contact hours.

Professional Status and Growth

Generally speaking, the age of Texas community college teachers is declining. In 1971, 57 per cent were under 40 years of age while in 1973 60 per cent were below age 40. Division of faculty into age ranges was as follows:

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Age ranges	1971	1973
25 and under	4%	3%
26-30	16	18
31-35	20	22
36-40	17	17
41-45	15	15
46-50	11	10
51-55	7	8
56-60	6	4
61 and over	4	4

Degree Status

The 1971 national percentage of community college teachers in the masters category compared exactly with the Texas situation at 77 per cent. By 1974 however, there was a marked change in degree status of Texas faculties with only 72 per cent in this category. Contrasting data are listed below.

Degree	Full-time Staff 1971	1973
No baccalaureate degree	4%	7%
Bachelor's degree	12	13
Master's degree	48	41
Master's plus 24 hours	19	19
Master's plus 48 hours	10	12
Doctorate	7	8

No significant change in the percentage of persons with terminal degrees was evidenced. However, the opposite end of the spectrum indicated a change, with more teachers below the masters level and fewer having the masters degree.

Previous Professional Experience

The previous experience of Texas instructors, according to data received, is noted in the table below.

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	Full-time Staff 1971	1973
Teaching in a four year college	11%	9%
Teaching in a secondary school	36	33
Graduate school	20	21
Retired military service	5	4
Business and industry	17	21
Teaching in a community college	11	12

Observation of the hiring practices of a few major community college districts in Texas, including recruitment of fewer four-year college and secondary school instructors, tempts speculation that the changes may be caused by a move toward hiring more instructors schooled in the community college philosophy. The notable increase in instructors from business and industry points toward the vocational/technical movement in the community colleges and decreased job opportunities as a result of a currently declining economy.

Professional Growth Activities and Incentives

Institutions responding to the questionnaire were asked about professional growth activities required or encouraged for faculty members. A larger percentage of institutions encouraged rather than required various professional growth activities. Only three growth activities were required with signigicant regularity: college credit courses by one-third of the reporting institutions, in-service programs by two-thirds of these colleges, and curriculum development projects by slightly more than one-fifth of the schools

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reporting. Data received on professional growth activities and incentives are shown in the chart below.

Growth Activities	Required 1971	Required 1973	Encouraged 1971	Encouraged 1973
College credit courses	30%	29%	70%	71%
In-service programs	60	65	35	35
Workshops (at local state and regional level)	20	12	73	88
Attendance at professional meetings	15	5	80	95
Travel			73	100
Visitation to other colleges	5	8	83	92
Writing for publication			53	100
Curriculum development projects	28	22	72	78
Sabbatical leaves			20	100

Required activities were then analyzed for frequency. Texas community colleges appear to have experienced district policy changes during the period under study. The changes depicted in the chart below are consistent to the point of being self explanatory.

Required Growth Activities	Annually 1971	Annually 1973	Every Two Years 1971	Every Two Years 1973	Every Three or more yrs. 1971	Every Three or more yrs. 1973
College credit courses	7%	5%	11%		32%	24%
In-service programs	75	63	7			2
Workshops (at local, state or regional level)	29	12	7		7	
Attendance at professional meetings	29	5	4			
Travel						
Visitations to other colleges	18	8	7		4	
Writing for publication	10				8	
Curriculum development projects	29	22	7		4	
Sabbatical leaves						

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Incentives used to encourage faculty members toward professional growth activities are changing, as reflected below.

Incentives	1971	1973
Regular salary schedule increment	100%	90%
Travel and per diem to appropriate meetings	98	90
System of merit pay	28	18
Arranging for substitute teacher	68	63
Publicity of an instructor's achievements	83	75
Funding of special projects	48	43

Without exception, the incentives diminished during the period studied. However, community colleges were asked to respond to the specific incentives listed above. The questionnaire was not designed to determine the existence of or to gather information concerning other possible incentives.

In-Service Programs

An analysis of in-service programs reveals that the number of institutions with a regularly scheduled program of in-service training decreased from 73 per cent in 1971 to 65 per cent in 1973. The nature of these programs can be seen in the factors that applied to them collectively. Information was obtained for the five factors listed below.

Factors	1971	1973
Planned by teachers only	3%	0%
Planned by administrators only	27	12
Planned by teacher-administrative committee	77	88
Released time for faculty provided	57	63
Adequate financial resources provided	73	74

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The obvious conclusion is a movement toward a joint effort by teachers and administrators with increased availability of free time provided for teachers. Practices most frequently employed in Texas in-service programs were as follows:

In-service Practices	1971	1973
Conferences	73%	74%
Consultant services	80	81
Demonstration teaching	10	33
Exchange teaching	3	4
Intervisitations	23	30
Extension or evening courses	43	33
Faculty meetings	73	81
On-going orientation program	43	67
Preparation and evaluation of instructional materials	67	78
Faculty reports on innovative projects they are conducting	40	67
Other		

Demonstration teaching, intervisitations, faculty meetings, on-going orientation programs, preparation and evaluation of instructional materials, and faculty reports on individual innovative projects are becoming more widely used in Texas community college in-service programs.

Tenure and Fringe Benefits

The percentage of Texas community colleges with a tenure policy has decreased from 70 per cent in 1971 to 65 per cent in 1973.

Methods used to grant tenure by those colleges with such a policy in 1973 marks a movement away from tenure in Texas

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community colleges. The most frequent process for granting tenure (45 per cent) is by the president, upon faculty recommendation. The changes in tenure policies are indicated in the following table.

Methods Used	1971	1973
Tenure granted after 3 years	56%	18%
Tenure granted after 5 years	30	9
Granted by president only	26	18
Granted by faculty committee with president's approval	4	9
Granted by president, after departmental recommendation	56	45

When questioned about faculty fringe benefits partially or wholly financed by the college, most colleges reported sick leave and faculty travel at the top of the list. The criteria used by each school to identify benefits financed by the institution varied markedly among the schools. Changes in benefits for 1971 and 1973 are considered in the table below.

Fringe Benefits	1971	1973
Health insurance	55%	70%
Faculty travel (to meetings, workshops, etc.)	98	95
Sick leave	100	98
Secretarial assistance	93	88
Medical insurance	55	63
Maternity leave	38	63
Military leave	23	43
Reserved faculty parking	70	63
Social security	60	40
Life insurance	48	63
Sabbatical leave	20	20
Bereavement leave	75	68

Another significant change was indicated in the number of colleges belonging to the Social Security program. The percentage of schools participating in this plan dropped from 60 per cent to 40 per cent during the two-year period of the study.

Thirty-eight per cent of colleges in 1973 provided 10 days of sick leave annually, cumulative from 30 to 60 days. A substantial protion (21 per cent) granted six days or less annually, cumulative to a maximum of 30 days. Approximately one-third (31 per cent) granted 12-15 days annually, cumulative from 60 to 120 days.

In 1973, 20 per cent of Texas community colleges reported a sabbatical leave policy. One hundred per cent of the schools required a return to the college for one or more years. Limitations placed on sabbatical leave policies have increased without exception, while benefits have leaned toward a decrease.

Sabbatical Leave Policy	1971	1973
Five or more years of service to the college required for eligibility	29%	33%
Maximum of one semester duration	29	33
Maximum of two semesters duration	57	67
Required to return to your college after sabbatical for 1 or more years of service	86	100
Granted at one-half of salary	57	43
Granted at full salary	14	14

Instructional Salaries

The average salary for full-time instructional personnel in Texas increased less than $1,000 over the period considered in this research. A series of tables relating to faculty salaries are presented below to point up significant data concerning various levels of educational preparation.

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BACHELORS DEGREE

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	7756	6000-9880	9665	6949-13374
Top 1/3	8830	8262-9880	12104	10970-13374
Middle 1/3	7597	7263-8000	9743	9000-10970
Bottom 1/3	6734	6000-7200	8029	6949-8700

MASTERS DEGREE

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	8474	6800-10820	10844	8200-15433
Top 1/3	9335	8883-10820	13502	11925-15433
Middle 1/3	8387	8150-8820	10773	10020-11500
Bottom 1/3	7627	6800-8000	9238	8200-10000

MASTERS +24 SEMESTER HOURS

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	9159	6944-11320	11901	8444-17033
Top 1/3	10273	9470-11320	14665	13773-17033
Middle 1/3	8991	8665-9387	11993	10890-13690
Bottom 1/3	8215	6944-8660	10120	8444-10785

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MASTERS +48 SEMESTER HOURS

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	9758	7158-12550	12673	8658-18500
Top 1/3	11040	10030-12550	15726	14760-18500
Middle 1/3	9543	9300-10000	12803	11570-14390
Bottom 1/3	8691	7158-9200	10559	8658-11400

DOCTORATE

	Avg. of Min. Pay Scale	Min. Pay Scale Range	Avg. of Max. Pay Scale	Max. Pay Scale Range
All Colleges in Study	10466	7800-14350	14343	9800-19833
Top 1/3	12169	10685-14350	17150	16300-19833
Middle 1/3	10127	9660-10600	14196	12800-15615
Bottom 1/3	9245	7800-9650	11403	9800-12200

Increments

BA	MA	MA & 24	MA & 49	Doctorate
Annual Increment $220	Annual Increment $233	Annual Increment $231	Annual Increment $256	Annual Increment $225
Number of Increments 9	Number of Increments 11	Number of Increments 13	Number of Increments 14	Number of Increments 18

Fewer than one third (28 per cent) of Texas Community Colleges have a faculty ranking system. Of that number, 27 per cent have salary related exclusively to rank.

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